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Research Brief on ETI School to Work Curriculum Models

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Recommended Citation

Pawasarat, John and Quinn, Lois M., "Research Brief on ETI School to Work Curriculum Models" (2016). *ETI Publications*. 192.
https://dc.uwm.edu/eti_pubs/192

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Research Brief on ETI School to Work Curriculum Models, 1984-2008

University of Wisconsin-Milwaukee Employment and Training Institute, 2016

The Employment and Training Institute prepared technical assistance studies on job opportunities and training priorities for new labor force entrants based on findings from its annual job openings surveys of employers in the Milwaukee Region and studies of labor market institutional data. These reports have been used by the U.S. Department of Labor (for the planned Milwaukee Job Corps center) and Milwaukee Area Technical College to develop new training programs to meet changing needs of local employers. Curriculum materials aided Milwaukee Public Schools students, families and counselors.

The ETI research on school to work curriculum models are archived in the University of Wisconsin-Milwaukee Digital Commons collection at http://dc.uwm.edu/eti_pubs/.

Assessing Demand and Training for Welders in the Southeast Wisconsin Region (2008)

This ETI study was prepared for the WOW (Waukesha, Ozaukee and Washington counties) Workforce Development Inc. and the Milwaukee Regional Training Alliance to detailed regional demand for welders based on a targeted welder openings survey of fabricated metal product manufacturing firms and other large manufacturing employers. The report outlined training opportunities at Gateway Technical College, Milwaukee Area Technical College, Moraine Park Technical College, and Waukesha County Technical College).

Learning About the Welding Job Market in the Southeast Wisconsin Region (2008)

This booklet for high school students and adult workers summarized labor market demand for welders in Southeast Wisconsin, offered resources at the technical colleges, and identified skills needed in the welder fields.

Job Opportunities for Milwaukee Youth Entering the Labor Force: Skill and Training Needs of Employers in the Milwaukee Metro Area (2006)

An analysis of the Milwaukee area labor market (based on recent job openings surveys of thousands of employers) was prepared for the Milwaukee Job Corps. The paper identified levels of job demand and training requirements for nursing assistants, health aides, health technicians, registered nurses, CNC operators, machine operators, assemblers, welders, and computer specialists; computer skills and driver's license required for openings in all career areas.

Occupational Drill Down of Training Needs in the Milwaukee Metro Area (2006)

An ETI technical assistance paper was prepared for the Milwaukee Area Technical College detailing current job openings and training requirements in computer fields, health, manufacturing, clerking and administrative support, and service work.

New Careers for Information Processing Workers in the Health Fields (2006)

This ETI technical assistance paper prepared for the Milwaukee Area Technical College detailed an emerging occupation in health industries for workers with "hybrid skills," including a mix of clerical, computer, communication, and interpersonal skills along with an understanding of medical terminology and procedures.

Follow-Up Research on Employment and Earnings

The Employment and Training Institute conducted employment and earnings follow-up studies of graduates of the University of Wisconsin-Milwaukee and MATC by department and by sending MPS high school to determine the employment and earnings of graduates by degree and program area. Findings reports by MPS high school were reviewed by school counselors and teachers. Summaries of the research are posted online.



UWM and the Wisconsin Economy (2000)

The University of Wisconsin-Milwaukee showed a "brain gain" rather than "brain drain," with 89% of graduates from in-state high schools remaining in Wisconsin and 74% of graduates from out-of-state high schools continuing to work in Wisconsin after graduation.

MATC Advantages for Filling Demand for High School/High Tech Workers (2000)

One of 5 workers in the Milwaukee metro area has taken coursework at Milwaukee Area Technical College, and 98% of MATC graduates remain in Wisconsin, according to the tracking of wages of MATC graduates from 1993-1998.

Longitudinal Follow-Up Study of Milwaukee Public School Students Graduating from Milwaukee Area Technical College: 1993-1998 (2000)

Almost 1 of every 3 MATC graduates were from MPS high schools. Highest earnings were seen for graduates in tool and die making, fire science, apprenticeships, and microcomputer specialties.

Longitudinal Follow-Up Study of Milwaukee Public School Students Graduating from the University of Wisconsin-Milwaukee: 1989-1998 (2000)

One of every 10 UWM graduates were from MPS high schools. Most popular fields of study were accounting, criminal justice, finance, and economics for males and education, nursing, social work, accounting, and criminal justice for females.

Employment and Education Experiences of Milwaukee Public Schools Graduates: A Follow-Up Study of the Class of 1999 (2000)

Half of the Milwaukee Public School graduates from the Class of 1999 were enrolled in postsecondary education and the majority of these, 60% of the males and 62% of the females, also held jobs. 7% of MPS male graduates and 2% of the females enlisted in the military, according to phone and mail surveys of parents of graduates.

Models of School-to-Work Curriculum for High School and Middle School

The Employment and Training Institute collaborated with teachers and students at Milwaukee Public Schools and Milwaukee Area Technical College to produce a series of booklets on school-to-work career planning, utilizing labor market information collected from the ETI annual job vacancies surveys of employers in the four-county area. Two of the three booklets were printed by MATC students in the associate degree printing program. The materials were distributed to classes throughout MPS middle and high schools, and ETI staff trained MPS counselors in use of the curriculum materials and labor market resources.

Thinking About the Future: Job Opportunities in the Milwaukee Labor Market (1999)

This student booklet included information on the economic payoff for more education in the Milwaukee labor market, businesses hiring workers, strategies for creating one's own job, planning transportation to jobs, using the internet to look for jobs, the part-time job market, securing a work permit, and work skills students can gain in school and volunteer work. The packet also includes a teacher curriculum guide and a SCANS form to help students identify their own employment strengths.



To assist Hmong students and their families, this booklet was translated into Hmong and distributed to students and parents by MPS and community organizations.

Thinking About the Future: High Demand Jobs in Technical Fields Requiring 1-2 Years of College (1999)

This student booklet and teacher curriculum guide highlighted Milwaukee area job openings and wages for jobs in high demand, including: medical assistant, nursing assistant, phlebotomist, landscape horticulturist, cook/chef, automotive maintenance, cosmetologist/barber, police officer/security guard, computerized machining technician, CNC machine tool operator, printing and publishing operator, tool and die maker, welder, marketing manager, accountant, environmental services manager, and retail manager.

Thinking About the Future: Expanding Career Opportunities for University Graduates (1999)

The third student booklet and curriculum guide offered background information on Milwaukee area job opportunities and salaries for high demand careers (requiring four or more years of college) in

engineering, computer science, business and management, education, health, social work and criminal justice.

School District Planning for "Education for Employment"

In the 1980s the Employment and Training Institute assisted then-state superintendent Herbert Grover in implementing "Education for Employment," a statewide initiative to help schools focus instruction on the preparation of students for the workforce, not just to take jobs but also to make jobs.

The ETI worked with Moraine Park Technical College (then Moraine Park Technical Institute, MPTI) and 18 school districts to identify common learning objectives and measurable competencies to serve as the basis for "two plus two" articulation agreements allowing high school students to earn up to 2 years of technical college credits for high school coursework.

Based on the work with MPTI, local districts, and Cooperative Service Educational Agency CESA #6, the ETI was commissioned by the Department of Public Instruction to prepare Planning Guides for all 72 Wisconsin counties to aid local educators in designing, revising and establishing educational programs based on current labor market information. (A number of the areas of analysis have subsequently been incorporated into state Department of Workforce Development annual publications.) A sample publication is shown below.

County Planning Guide for Education and Employment (1984, 1988)

County planning guides were prepared for each of Wisconsin's 72 counties detailing private employment changes, the impact of the baby boom on the labor force, the impact of the recession of 1981-83, occupational data by years of schooling completed, sex equity in education, public school graduates enrolled in technical degree programs, and employer directories.

Admissions Requirements of the Wisconsin Vocational, Technical and Adult Education (VTAE) System as They Apply to the High School Equivalency Holder (1985)

This planning guide for teachers and students identified the admission requirements for every associate degree, diploma and certificate program offered in Wisconsin through the VTAE system. Listed for each program were the admission test(s) used, high school coursework expected or required, reading and math skills required, and whether GEDs and non-graduates were accepted. For several districts reading levels were identified for textbooks used in degree and diploma courses.

Developing Competency-Based Education Curriculum

The Employment and Training Institute assisted the Department of Public Instruction and the Division of Corrections in working with teachers at Wisconsin's two juvenile corrections schools (Ethan Allen and

Lincoln Hills) to revise their curricula to better meet their student needs. Vocational education teachers developed competency-based curriculum based on prior practices, tours of top technical college programs, and review of Job Corp course materials.

The ETI staff prepared curriculum (and competency-based tests) in the areas of Job Skills, Reading, Writing, Math, Health, Government and Law, Consumer Economics, Interpersonal Relationships, and Community Resources, based on the University of Texas Adult Performance Level (APL) Project.

The impetus for the curriculum changes came in large part from research showing few Ethan Allen and Lincoln Hills students reenrolling in school after release and even fewer graduating.

Educational Follow-Up Study of Juveniles Released from Ethan Allen and Lincoln Hills Schools (1982)

Of 759 youth released from the Wisconsin juvenile correctional institutions in 1979, only 24, or 3%, completed a traditional high school program. For many youth corrections schools provided their first (and only) successful high school educational experience: 48% of all 15, 16, and 17 year old youth arrived at Ethan Allen and Lincoln Hills with no high school credits. At Ethan Allen, 40% of entering youth had reading levels below 6th grade. Within 3 years, 19% of the youth released in 1979 were incarcerated as adults in Wisconsin prisons.

The ETI Job Skills curriculum developed for the corrections schools was also adopted by the Wisconsin Governor's Employment and Training Office (GETO) as the model program for Job Training Partnership Act (JTPA) programs throughout the state.

Technical Assistance Guide for Implementing Youth Employment Competency Programs Under JTPA (1984)

This guide, first prepared for Wisconsin job training agencies and then distributed to Job Training Partnership Act administrations throughout the U.S., identified resources and performance measures for youth pre-employment competencies, including how to complete a job application, participate in a job interview, identify proper work habits and behavior, describe standard benefits and payroll structure, develop a personal career plan, and use labor market information to find jobs.